

STUDENT EXPERIENCE SURVEY - HE QILT 2016

660H - Graduate School of Business & Law College of Business	AUSCY	Survey Population: 690 Respondents: 155 Response Rate: 22.5% Reliability: Good
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Demographics (% of total sample size)

Commencement Year		Completion Year Expected		LOTE	
Pre 2012	3%	2016	29%	Yes	34%
2012	3%	2017 or later	71%	No	66%
2013	8%				
2014	21%				
2015	35%				
2016	30%				

Age		Gender		Citizenship	
<21	0%	Male	50%	% Australian	85%
21-24	17%	Female	50%	% Int Onshore	15%
25-34	37%			% Int Offshore	0%
35-44	26%				
45+	19%				

Program Type		Study Base		Online Study	
Bachelor	0%	One campus	93%	None	41%
Postgraduate (Coursework)	100%	Two or more campus	6%	About a quarter	27%
Other	0%	Mixed	1%	About half	22%
		External/Distance	0%	All or nearly all	10%

Average Grade		Location		Disability	
No results	1%	City	100%	Yes	5%
0 - 49%	0%	Bundoora	0%	No	95%
50 - 59%	2%	Brunswick	0%		
60 - 69%	14%	Point Cook	0%		
70 - 79%	50%	Singapore	0%		
80 -89%	31%	Hong Kong	0%		
90 -100%	2%	Other	0%		

Snapshot Scales 2016 calculated using the original method of including all student responses

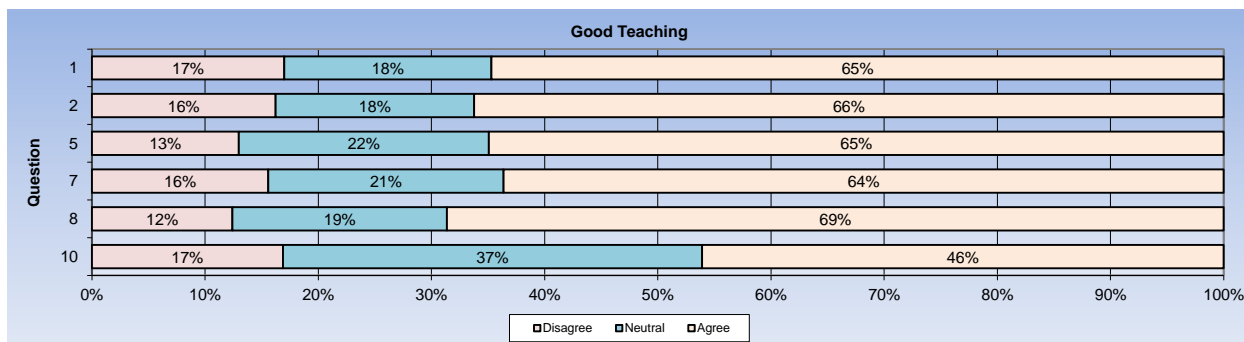
Percent Agree		Mean	
Good Teaching Scale	62.4%	Learner Engagement	64.2
Generic Skills Scale	75.3%	Teaching Quality	69.4
Clear Goals & Standard Scale	54.6%	Learning Resources	68.5
Overall Satisfaction	79.2%	Student Support	55.5
		Skills Development	74.0

Snapshot Scales 2016 using the new method (only students who answered a majority of the questions are included)

Percent Agree		Percent In Agreement	
Good Teaching Scale	71.4%	Learner Engagement	72.3%
Generic Skills Scale	85.1%	Teaching Quality	81.8%
Clear Goals & Standard Scale	71.4%	Learning Resources	82.4%
Overall Satisfaction	79.2%	Student Support	54.3%
		Skills Development	81.8%

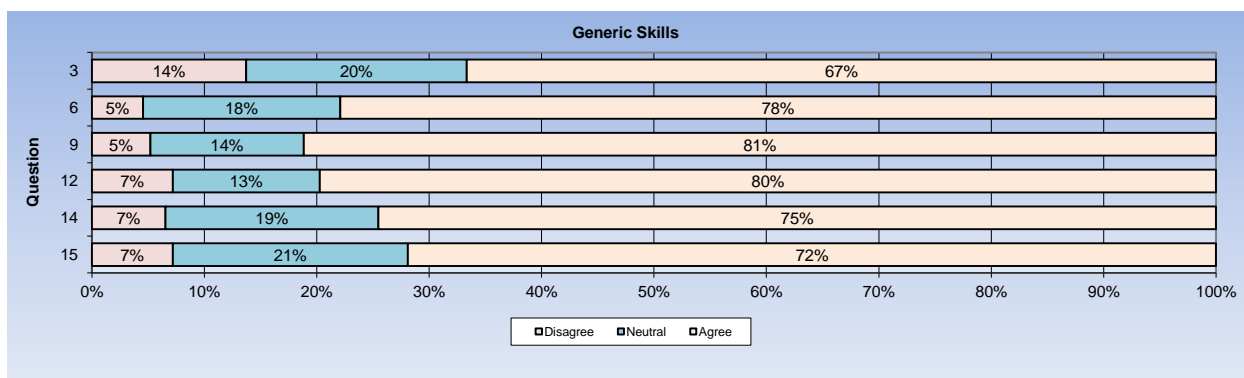
1. Good Teaching Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 62.4%						
Calculated Using New Method = 71.4%						
1. The staff put a lot of time into commenting on my work	6%	11%	18%	53%	12%	153
2. The teaching staff normally gave me helpful feedback on how I was going	5%	11%	18%	51%	16%	154
5. The teaching staff of this program motivated me to do my best work	5%	8%	22%	44%	21%	154
7. My lecturers were extremely good at explaining things	5%	11%	21%	47%	16%	154
8. The teaching staff worked hard to make their subjects interesting	4%	8%	19%	49%	20%	153
10. The staff made a real effort to understand difficulties I might be having with my work	5%	12%	37%	34%	12%	154



2. Generic Skills Scale

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 75.3%						
Calculated Using New Method = 85.1%						
3. The program helped me develop my ability to work as a team member	3%	11%	20%	46%	21%	153
6. The program sharpened my analytic skills	1%	3%	18%	51%	27%	154
9. The program developed my problem-solving skills	1%	4%	14%	56%	25%	154
12. The program improved my skills in written communication	3%	5%	13%	54%	25%	153
14. As a result of my program, I feel confident about tackling unfamiliar problems	2%	5%	19%	56%	18%	153
15. My program helped me develop the ability to plan my own work	3%	5%	21%	52%	20%	153



3. Overall

	% AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 79.2%						
Calculated Using New Method = 79.2%						
17. Overall, I was satisfied with the quality of this program	5%	6%	10%	56%	23%	154

4. Clear Goals and Standards Scale

	%AGREE					No. of Respondents
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Calculated Using Original Method = 54.6%						
Calculated Using New Method = 71.4%						
4. It was always easy to know the standard of work expected	3%	16%	23%	44%	14%	154
11. I usually had a clear idea of where I was going and what was expected of me in this program	3%	9%	20%	53%	14%	153
13. It was often hard to discover what was expected of me in this program (*)	8%	22%	25%	33%	12%	153
16. The staff made it clear from the start what they expected from students	4%	8%	25%	48%	15%	154

Section Two

660H - Graduate School of Business & Law

2016

1. Learner Engagement

Mean (Old): 64.21

Percent In Agreement (New): 72.26%

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Had opportunities to interact with local students	2%	13%	23%	29%	33%	0%	139
Had a sense of belonging to RMIT	4%	19%	23%	34%	19%		154
Felt prepared for your study	3%	8%	33%	41%	15%		152
Participated in discussions online or face-to-face	3%	26%	34%	37%			155
Worked with other students as part of your study	4%	20%	21%	55%			155
Interacted with students outside study requirements	14%	43%	21%	22%			155
Interacted with students who are very different from you	5%	34%	36%	26%			155

2. Teaching Quality

Mean (Old): 69.36

Percent In Agreement (New): 81.82%

	Poor	Fair	Good	Excellent	Respondents	
The quality of...						
The teaching in your program	5%	19%	55%	21%	152	
Entire education experience in your program	5%	14%	61%	20%	152	
Your study was delivered in a way that is...						
Well structured and focused	2%	7%	22%	56%	13%	153
Relevant to your education as a whole	0%	5%	16%	49%	29%	154
Lecturers, tutors and demonstrators						
Engaged you actively in learning	2%	6%	25%	46%	20%	154
Demonstrated concern for student learning	4%	10%	23%	42%	20%	154
Provided clear explanations on coursework and assessment	4%	7%	26%	42%	21%	154
Stimulated you intellectually	3%	6%	18%	46%	27%	154
Commented on your work in ways that help you learn	5%	13%	25%	36%	21%	154
Seemed helpful and approachable	2%	5%	20%	40%	33%	153
Set assessment tasks that challenge you to learn	1%	3%	16%	48%	33%	153

3. Learning Resources

Mean (Old): 68.51

Percent In Agreement (New): 82.43%

		Poor	Fair	Good	Excellent	Not applicable	Respondents
The quality of...							
Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)	67.5	7%	18%	41%	34%	0%	153
Student spaces and common areas	67.8	5%	15%	52%	28%	0%	147
Online learning materials	72.5	3%	13%	46%	37%	0%	153
Computing/IT resources	67.1	6%	18%	45%	31%	0%	139
Assigned books, notes and resources	68.2	3%	16%	56%	25%	0%	153
Laboratory or studio equipment	60.5	12%	18%	45%	24%	0%	49
Library resources and facilities	70.4	6%	13%	47%	35%	0%	144

4. Student Support

Mean (Old): 55.48

Percent In Agreement (New): 54.29%

		Not at all	Very little	Some	Quite a bit	Very Much	Not applicable	Respondents
Received appropriate English language skill support	29.7	55%	4%	21%	9%	11%	0%	53
Been offered support relevant to your circumstances	38.9	41%	12%	17%	11%	19%	0%	83
Felt induction/orientation activities were relevant and helpful	57.4	11%	17%	27%	19%	25%	0%	115
		Not at all	Very little	Some	Quite a bit	Very Much		Respondents
Received support from your institution to settle into study	49.8	14%	17%	34%	29%	7%		155
To what extent have you experienced efficient enrolment and admissions processes	65.8	5%	10%	24%	40%	21%		155
		Not at all	Very little	Some	Quite a bit	Very Much	Had no contact	Respondents
Administrative staff or systems (eg. Online administrative services, frontline staff, enrolment systems)								
Available?	58.4	5%	14%	25%	25%	14%	17%	150
Helpful?	57.1	5%	14%	27%	25%	11%	17%	151
Career advisors								
Available?	48.7	4%	3%	11%	5%	3%	75%	150
Helpful?	51.4	2%	5%	9%	5%	3%	77%	150
Academic or learning advisors								
Available?	62.2	5%	4%	18%	20%	11%	42%	150
Helpful?	65.2	3%	5%	15%	23%	11%	42%	152
Support services such as counsellors, financial/legal advisors and health services								
Available?	61.1	1%	1%	7%	6%	3%	82%	148
Helpful?	56.9	2%	1%	9%	6%	2%	80%	151

5. Skills Development

Mean (Old): 74.02

Percent In Agreement (New): 81.82%

	Not at all	Very little	Some	Quite a bit	Very much	Respondents
Critical thinking skills	3%	1%	17%	41%	38%	154
Ability to solve complex problems	2%	5%	19%	40%	34%	154
Ability to work with others	3%	10%	16%	39%	32%	152
Confidence to learn independently	3%	3%	20%	40%	34%	154
Written communication skills	4%	4%	18%	39%	35%	154
Spoken communication skills	5%	10%	18%	37%	31%	154
Knowledge of the field(s) you are studying	1%	3%	14%	44%	38%	152
Development of work-related knowledge and skills	3%	6%	22%	44%	25%	153

Other

Study negatively affected by...

	Not at all	Very little	Some	Quite a bit	Very much	Not applicable	Respondents
Paid work commitments	19%	13%	24%	24%	19%	0%	139
	Not at all	Very little	Some	Quite a bit	Very much		Respondents
Living arrangements	53%	14%	21%	8%	3%		153
Financial circumstances	48%	15%	15%	14%	9%		151

Considering leaving RMIT in 2015

	Yes	No	Respondents
Seriously considered leaving	21%	79%	155

Reasons for leaving

	%
Academic exchange	13
Academic support	16
Administrative support	16
Boredom/lack of interest	3
Career prospects	16
Change of direction	3
Commuting difficulties	10
Difficulty paying fees	3
Difficulty with workload	19
Expectations not met	39
Family responsibilities	19
Financial difficulties	13
Gap year/deferral	3
Government assistance	3
Graduating	0
Health or stress	19
Institution reputation	19
Moving residence	0
Need a break	19
Need to do paid work	26
Other opportunities	0
Paid work responsibilities	19
Personal reasons	13
Quality concerns	39
Received other offer from another university/higher education institution	10
Social reasons	3
Standards too high	0
Study/life balance	23
Travel or tourism	0
Other reasons	10

Notes

This report aggregates data from the 2016 QILT SES and the RMIT SES. The QILT SES is a Federal Government mandated survey of HE undergraduate onshore commencing and completing students, administered by Social Research Centre. RMIT administered the QILT SES to all middle year HE undergraduate students, postgraduate coursework and international offshore students.

The CEQ questions apply to all middle year students and a small number of first and final year students.

The Social Research Centre (SRC) uses a new method to evaluate scales such as the Good Teaching Scale (GTS). The original method simply added the number of responses which were "Strongly Agree" or "Agree" for all 6 GTS questions and divided this by the number of actual responses. This is the Percent Agree value for the scale.

The new method counts students rather than responses. Firstly, students who did not answer at least 4 of the 6 questions are excluded from the calculation.

Responses for the remaining students are then converted to a value between 0 and 100 (Strongly Disagree=0, Disagree=25, Neither=50, Agree=75, Strongly Agree=100) with an average below 55 are regarded as "Not In Agreement".

The Percent Agree value is then the number of students In Agreement expressed as a percentage of all students that were not excluded.

The Reliability measure is a function of the number of responses and the survey population. Three levels may be reported: Good, Sufficient and Insufficient.

Section one

The % agree is calculated as follows: sum of all agree/strongly agree responses divided by the total number of items answered by all respondents. Blanks or N/As are excluded.

This section excludes HE undergraduate onshore commencing students (QILT survey exclusion)

Section Two

Satisfaction level is the sum of the weighted score for all items across all respondents, divided by the total number of items answered across all respondents.

Blanks, N/As or had no contact are excluded.

Percentages represent the %age of the total valid responses per question, with the exception of the demographics section which represent the %age of total responses.

Charts are rescaled on valid responses to total 100%.

An asterisk (*) indicates a negatively worded question recoded to calculate % AGREE.

Values may rounded to 101 %.

Valid responses exclude N/A and blank responses.